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ABSTRACT

Designed as a follow-up activity for gifted and talented classes that have been using learning centers, this contract directs students in building their own learning centers. Six sections cover choosing a subject, researching, setting objectives for the learning center, developing activities for the center, writing directions and collecting materials, and testing and evaluating the completed learning center. Each section offers guidelines, charts, and procedures. Students check appropriate boxes as they complete each step. A stop sign at the end of each section is provided for teachers to check the progress of students' projects. (LP)

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# ...& OFFICIAL &...
# Learning Center Contract

for Gifted and Talented Education

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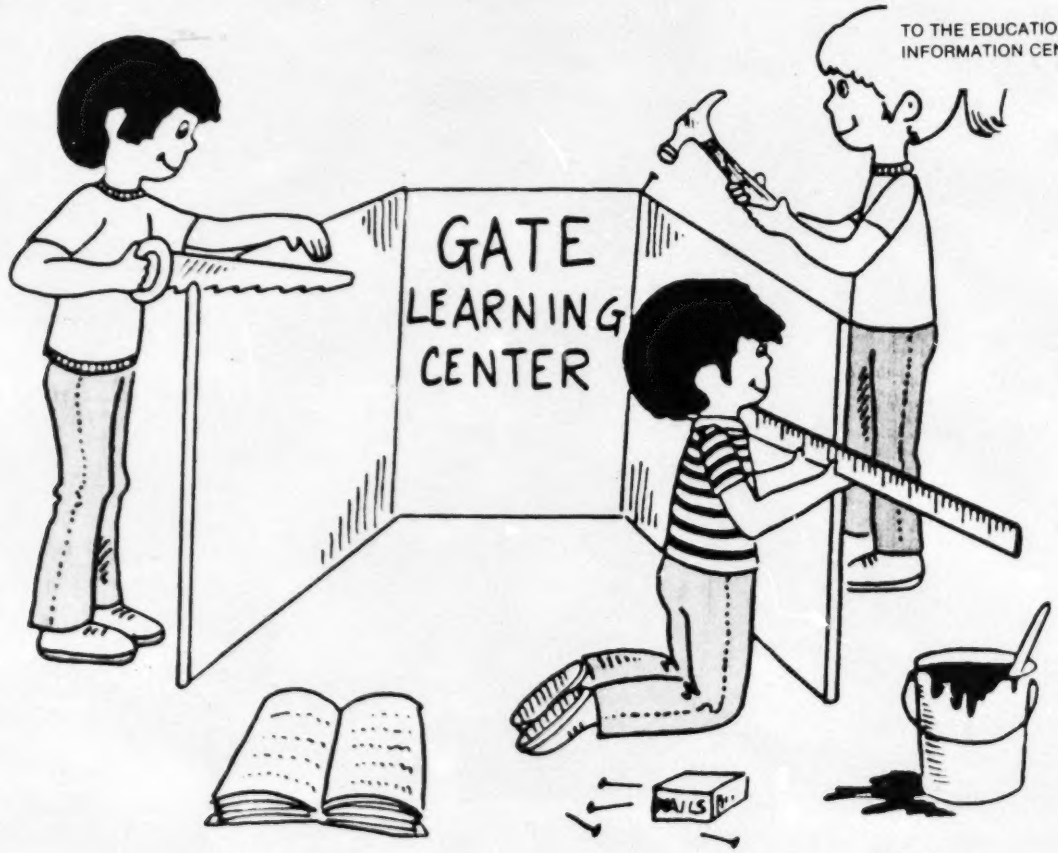


EC 165 123

To the Teacher:

After students have experience using learning centers you have developed, they will enjoy creating their own. There are some resources for teachers to use in setting up learning centers available in the GATE office, *Center Stuff for Nooks, Crannies and Corners*, Imogene Forte, Incentive Publications, 1973, and *Cornering Creative Writing, Learning Centers, Games, Activities, and Ideas for the Elementary Classroom*, Imogene Forte, Incentive Publications, 1974.

The stop signs in this unit are for you to sign after students have completed each section, before they go on to the next step. Good luck!

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# Getting Ready

What would you like to know more about? This is your chance to study something you find fascinating. You may choose famous people, animals, places, concepts, hobbies, art, science, mathematics, careers, historical times, current events or music. If you have an idea that is not on this list, check it with your teacher.

On this date _____ at _____ School

I have chosen to do a Learning Center on _____

Now that you are committed to a subject, tell at least three things you want to find out about your subject while doing this project.

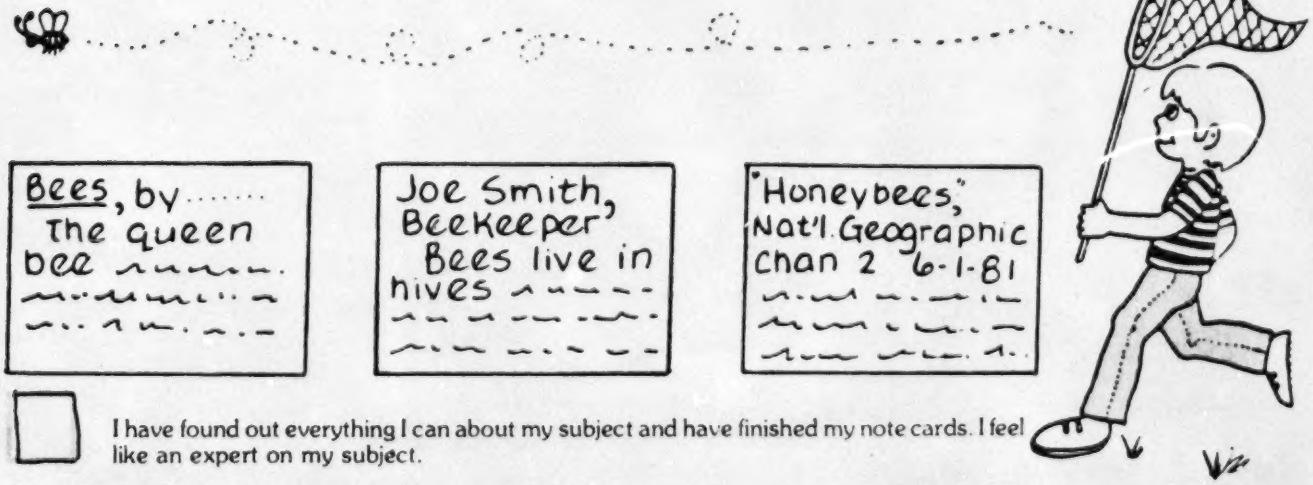
1. _____
2. _____
3. _____

Go to the library and find several souces of information about your subject. If you do not already know how to use the card catalogue and periodical guides, ask your librarian for help. Remember that you may use sources such as tapes, films, records, resource people and newspapers as well as books and magazines. List at least three sources of information you will be using. If you are listing books, be sure to include the title, author and publisher.

1. _____
2. _____
3. _____

# Research

Now you are ready to gather information on your subject. This should be fun, because you have chosen a subject you want to know more about, and this is your opportunity to do just that! When you find interesting information, write it down on a 3 x 5 card. On the top of the card, be sure to write down the name of your source so you can find it again if you need to.




☐ I have found out everything I can about my subject and have finished my note cards. I feel like an expert on my subject.

You are now ready to begin your center. First, you have to decide what you want others to learn about your subject by doing your learning center. For instance, if you want others to know the parts of a bee, the different jobs bees have in the hive and how they are beneficial to man by doing a center on bees, you would write your objectives like this:

- After completing this center, students will be able to label the body parts of a bee.
- After completing this center, students will be able to list four different jobs done by bees for their hive.
- After completing this center, students will be able to illustrate two ways bees are helpful to man.

If you are having difficulty writing your objectives, consult your teacher.

☐ After completing this center, students will be able to _____

_____

☐ After completing this center, students will be able to _____

_____

☐ After completing this center, students will be able to _____

_____

## Decide

Now that you know everything you can about your subject, you are ready to develop activities and tasks which will help others to learn about your subject. You may ask students to read specific pages in books, look at maps, globes, an atlas or almanac, watch a filmstrip, listen to a record, do a worksheet, play a game, write something original, make something out of materials you provide, or use art media to create their own thing. You will want to consider carefully which activities you choose to include in your center to be sure they will help the students master the objectives you have written.

Please check the components you expect to include in your center and discuss them with your teacher.

☐ TAPE

☐ RECORD

☐ ART MATERIALS

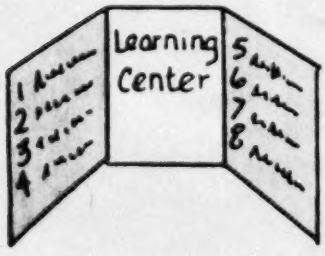
☐ WORKSHEET (Ask your teacher how to use ditto masters.)

☐ GAME (Be sure to include complete directions and all of the parts.)

☐ FILMSTRIP (Title)

☐ OTHER _____

Another decision you will have to make will be how you will set up and display your center. You may use a bulletin board, box, chart rack or stand, paper bag, tote box or study carrel. Check the ideas below and decide which format is best suited to your learning center.



When you have decided, discuss your plans with your teacher.

You have now done all the planning and research! Go ahead and develop your learning center.

- [ ] Write or type the directions for setting up your learning center clearly, so that anyone could put it together. You may include a sketch for the placement of everything if it would be helpful.

- [ ] Write the directions for the student using the center clearly and in the correct order, so that he or she will know exactly what to do.

- [ ] List *all* of the materials you will need to set up and complete your center. Include things like paper, pens, timer, microscope, tape recorder, tape, slides, scissors, glue, books, magnifying glass, paint, etc. Be sure you list everything.

_____ _____

_____ _____

_____ _____

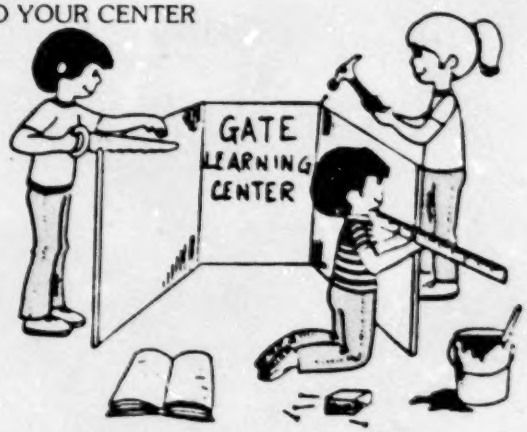
_____ _____

Go back and check all of the above to be sure you have completed everything.

Now you are ready for a trial run. Actually do the center yourself. This will help you see any problems other students might have in doing your center. If you are satisfied that others can follow your directions and will enjoy doing this center you are ready to get your teacher's permission to put an OPEN sign on your center! Relax, be proud of yourself, and watch the reactions of students as they learn at your center.

## Evaluate

CHECK THE BOXES THAT APPLY TO YOUR CENTER




- [ ] Did you enjoy making your learning center?
- [ ] Is it easy to set up? Are the directions clear?
- [ ] Are all of the items needed for your center on your list?
- [ ] Did the students enjoy your center? Did you ask them?
- [ ] Were the students able to meet your objectives?
- [ ] Did you include answers for your task cards so students can evaluate their own work?
- [ ] Is there anything you would change if you were to do this assignment again? If yes, what?

_____

_____

_____

_____